



OFFICE OF THE LIEUTENANT GOVERNOR

SHEILA SIMON – LIEUTENANT GOVERNOR

P-20 Joint Education Leadership Committee Meeting Minutes

Thursday, May 9th at 1:30pm

Lt. Governor's Capitol Office
Springfield, IL

Lt. Governor's Chicago Office
James R. Thompson Center
Chicago, IL

A- Roll Call

Springfield

Executive Director Eric Zarnikow, IL Student Assistance Commission
Executive Director Janet Holt, IL Education Research Council
Al Phillips, IL Board of Higher Education
Dan Cullen, IL Board of Higher Education
Karen Hunter Anderson, IL Community College Board
Brian Durham, IL Community College Board
Julie Smith, Governor's Office
Lizanne DeStefano, P-20 Council Staff
Lynne Haeffele, Lt. Governor's Office
Crystal Saint, Lt. Governor's Office

Chicago

Miguel del Valle, P-20 Council Chairman
Executive Director Harry Berman, IL Board of Higher Education
Jason Tyszko, IL Department of Commerce and Economic Opportunity
Theresa Hawley, IL Early Learning Council
Amber Kirchhoff, Governor's Office
Adam Weiner, Governor's Office

Phone

State Superintendent Chris Koch, IL State Board of Education

Guests

Kim Hunter Reid, Lumina Foundation and HCM Strategists
Ben Boer, Advance Illinois

Absent

Lt. Governor Sheila Simon
President Geoff Obrzut, IL Community College Board
Acting Director Adam Pollett, IL Department of Commerce and Economic Opportunity
Max McGee, P-20 Data Assessment and Accountability Committee

B- Approval Meeting Minutes

Haeffele asked for a motion to approve the April meeting minutes. A motion was made by Holt and seconded by Zarnikow. Motion was passed unanimously.

A- State Agency Updates (15 minutes)

IL Student Assistance Commission (Zarnikow):

At the April meeting, when looking at projections for MAP (FY13), it appeared that ISAC was going to reach its appropriation limit for MAP Grant awards. The goal of MAP Grants is to get as much money to low income students as possible without exceeding the appropriation. When notifying students of their award status, ISAC does not know how many students are going to claim awards in the fall, nor which schools they plan to attend in the future (community college, public/private four years, etc.). Therefore, past data is used to project MAP appropriation. In the fall, schools with students who have been awarded grants begin to issue their first term claims for the MAP awards. The cut off date for first term claims is in December, at which point ISAC determines whether they are on above, below, or on target for the projections and then re-appropriate funds.

This year, ISAC was able to give out \$18 million dollars; however, \$20 million of claims were made because more previously-waitlisted MAP students had enrolled in higher education institutions than predicted. Therefore, schools with previously-waitlisted MAP students are being asked to return a total of \$2 million by reducing the amount of the awards for these students; about 98,000 students will be affected by this change. This was a mistaken projection, not an accounting mistake. Students are still receiving 90% of the award, and some of the bigger schools have agreed to absorb the cost of the reduction (see handout).

Illinois Education Research Council (Holt):

A collaborative study with the IBHE on dual credit/dual enrollment is coming out in the *Journal of Community College Research and Practice*; another study is also under review on the topic. The IERC has just received funding from the Joyce Foundation for a two-year study evaluating charter schools, specifically focusing on teacher retention and evaluation that could possibly be a model for public schools. "Community College Penalty: Fact or Fiction" will be released in a week or two. The IERC is still in talks with ISAC for a possible study on the effects of MAP funding, looking at what questions could be answered by possible data. The IERC Symposium will be held on June 13-14 at the I Hotel& Conference Center in Champaign, IL. The focus of the symposium is the Effect of Educational Strategies for

Underserved Students; there will be three keynote speakers (one of whom is Assistant Secretary of Education Deb Delisle) and an ILDS panel.

Illinois Community College Board (Hunter Anderson):

Dual credit symposia were very successful and well attended. This set of symposia was a bit different than past years because ICCB also partnered with the National Alliance of Concurrent Enrollment Partnerships (NACEP) to develop the symposia programs. It was discovered that 57% of dual credit in Illinois is in transfer education, which is opposite from the rest of the country, and the state has served 82,000 students (FY11) through community college and dual credit programs. In the fall, ICCB will bring together dual credit practitioners to share their best practices with one another and diffuse policy innovations.

Center for Law and Social Policy (CLASP) has invited Illinois to be one of ten states that participate in developing a national framework of career pathways, benchmarks, and metrics. They have developed some pathways and benchmarks that will be field tested in Illinois. This tool can be used at any level within the state to evaluate whether career pathway initiatives are effective. DCEO will follow up with ICCB on the CLASP project.

The ICCB Basic Skills Test is used by prospective teachers who have gone through teacher training programs to prepare them for the basic skills test. There are typically 20,000-25,000 visitors to the test site each year, and it has been updated as the tests have changed. The test is a joint effort between IBHE, ICCB, and ISBE and is hosted by Western Illinois University (WIU) Center for Application of Information Technologies (CAIT) and the current cost for hosting is a little over \$18,000 annually. In the past three years, ICCB has struggled to come up with the funds to support this cost. Each year it is becoming more and more difficult to pay the bill, and WIU has been very gracious in providing maintenance and staffing a help desk for this site. However, they can no longer afford to subsidize this site, so Hunter Anderson would like to know if this is something that should be continued. It is suggested that this topic be discussed between meetings, and put on the a future JELC agenda for follow up.

Early Learning Council (Hawley):

Illinois is getting an additional \$16 million from the federal government for implementation of the Early Learning Challenge grant over the next four years. ELC is looking forward to having a conference on July 11th on Instructional Excellence in the Pre-School Years.

Department of Commerce and Economic Opportunity (Tyszko):

DCEO is transferring the grant management authority from National Center for Supercomputing Applications at the University of Illinois to Northern Illinois University. What was originally thought to be a complete system bailout looks instead to be scaling of existing technologies. With the slight change of direction, it seemed fit to transfer the authority.

DCEO has moved forward with executing the Illinois Longitudinal Data System (ILDS) Agreement.

Illinois Board of Higher Education (Berman):

IBHE is in the beginning stages of building bridges between the Race to the Top and Early Learning Initiatives and post-secondary education, specifically around boosting the skills of people who work in the pre-school environment.

Cullen discussed the national State Authorization Reciprocity Agreement (SARA) movement, which may involve some legislation, but could be good for the state because it may potentially relieve an enormous burden from our Illinois-based institutions of higher education and how they get authorized across the country if they have distance education programs.

There has been work in Illinois, led by the Illinois Department of Veterans Affairs, that ICCB and IBHE have been a part of, to leverage among big states (OH, IL, IN, KY, MI, MN, and MO) to work toward getting more institutions to award more vocational/academic credit that is appropriate for military training.

Phillips and the Performance Funding Steering Committee met and addressed a number of issues concerning the refinement of the performance funding model, identifying three or four issues that need to be resolved. The next Refinement Committee meeting is in June.

B- Guest Presentations with Dr. Kim Hunter Reed, Lumina Foundation/HCM liaison for Illinois (45 minutes)

a. America Dream 2.0 Report

The American Dream 2.0 report was designed to address post-secondary completion issues, and was funded by the Bill and Melinda Gates Foundation with involvement from Lumina. The problem that has been identified is the "Completion Crisis;" only 46% of students complete college, 63% of African-Americans, and 58% of Hispanics. Due to the Knowledge Economy, collegiate credentials are necessary to reach the middle class. The solution is to leverage federal financial aid to improve student success, since it plays such a large part in the process, with \$226 billion spent on financial aid in this country. HCM created three Reimagining Aid deliverables: The American Dream 2.0, College Is Worth It, and Doing Better for More Students: Putting Outcome at the Center of Financial Aid (Technical Panel). The American Dream Report 2.0 was the product of a national bipartisan effort to prioritize aid to the students, make it simpler, promote innovation, and have all institutions focused on aid.

The Technical Panel stated that federal aid needs to be simplified to one grant, one loan, and one tax benefit so that it is easier for parents and students to navigate. Responsibility for financial aid must be shared, and innovation and experimentation must be explored. In terms of shared responsibility, some recommendations were to limit the number of credits borrowers can accumulate to keep students on track, increase enrollment intensity to incentivize students to be full-time students, provide additional aid for increased course load, and define metrics to be phased in for institutional eligibility. Concerning innovations, recommendations included competency-based demonstration and performance contract demonstration, for which the federal government will give institutions a block grant to decrease time to degree.

Since the Pell Grant now has limitations, the panel suggests that a Pell-Ready Grant be established to address the Pell issue; these could be provided by an institution or a provider. States can be chosen by the Department of Education to participate, and the panel suggests that 75% of funds go to high school juniors and 25% be set aside for low-income adults at 250% of poverty and below. Politicians from all parties are coming together on financial aid, and many states are taking action on the issue.

College Is Worth It research discovered that engaged voters are ready for this conversation and focused on federal aid. Many minority parents believe that earning a degree is essential, but 50% of engaged voters said that higher education needs a major overhaul. The top priorities for reforming financial aid were increasing number of students earning degrees and job credentials, and ensuring affordability. Around 84% of engaged voters believe that colleges should make information about student outcomes accessible to students and parents. The key to success is looking at gaps (i.e. access, affordability), and institutions must measure what matters and focus on preparation, retention, completion, progression, workforce alignment and P-20.

Hunter Anderson asked about the effect of Pell-Ready Grant on the ability to benefit eligibility. Hunter-Reed did not see the Pell-Ready Grant have an effect on the ability to benefit. Another member also asked about the potential innovation on requiring colleges to graduate 20% of students on federal aid and what the current rate was nationally. Hunter-Reed is unsure of the current percentage, but stated that the 20% suggestion was not tied to that number.

The Department of Education issued a letter to all the presidents of colleges in the country allowing them to use competency-based demonstrations, and another letter was issued asking for stakeholder comments on higher education reauthorization. Haeffele would like IBHE and ICCB to take a look at those letters and see if JELC can facilitate so there are some unified voices coming out of Illinois concerning the higher education reauthorization.

HCM would like to host all of the different reports that were funded by the Bill and Melinda Gates Foundation. Berman would be interested in the Pell-Ready grant should they ever come to reality.

Tyszko would like to know if there was any thought given to how to better link financial aid to specifically address the skills gap. He would like to meet with Hunter-Reed to talk more about public finance models, how to risk profile college programs, adjusting interest rates, and PMI programs for high-risk program students. Hunter-Reed says that there was a robust conversation discussing adjusted interest rate and a couple of business people that mentioned the skills gap and workforce opportunities even though they were not part of the research question.

b. Federal Higher Education Update

It is unsure if higher education reauthorization will happen next year, but it is scheduled for 2014. There will be hearings scheduled to test interest in some of the ideas. There is a lot of interest in the Lumina research and it is far ahead of the reauthorization discussion, which allows stakeholders to access good information before the reauthorization.

- C- Update on the Illinois Pathways Initiative: STEM Learning Exchanges & Future Funding** with Jason Tyszko, Deputy Chief of Staff for the Illinois Department of Commerce and Economic Opportunity (20 minutes)

Pathways became involved after the recession hoping to link adults to opportunities to make a better transition into careers. Many job opportunities in the future will require some level of postsecondary education or training, so low high school completion and high attrition rates must be tackled. The problem is that not only is the system failing to produce enough credentials, but the credentials obtained are not aligned with where economic growth is anticipated to occur.

Illinois Pathways was launched in February 2012, and provided a strategy to meet the goal of 60 x 2025, improve education, workforce and economic development with STEM, and support implementation of college and career readiness standards. In June 2012, Harvard developed a Pathways to Prosperity Network to help implement pathways programs. The two strategies that Illinois Pathways employs are 1) supporting youth and adult programs that empower learners to explore their academic and career interests in STEM with emphases on integrated courses, work based learning and stackable credentials, and 2) supporting local education and training programs through the launch of statewide, sector-based public-private STEM Learning Exchanges that focus on nine core functions that achieve economies of scale, and reducing the transaction cost among network partners. The Race to the Top Network has 35 school districts building two or more STEM Programs of Study. The Pathways to Prosperity Network implements regional career pathway models.

Learning Exchanges launched in eight STEM application areas; contracts through Race to the Top funds will begin to expire in the next two years. In order to maintain public sector support for the STEM Learning Exchanges the implementation sector partnerships must be sustained. Regional coordination and delivery of these programs is an essential piece for the implementation of Illinois Pathways. Potential networks to help with intermediary tasks are Pathways to Prosperity Network, Chicagoland Workforce Funder Alliance, and DCEO, who will help assist regional activities. It is hard to estimate a given number of regional intermediaries, and the question now is how to best implement the Illinois Pathways programs before the funding deadlines approach.

It was suggested that this agenda item be brought up every couple of months to insure that the challenges with Pathways are handled accordingly. There are federal and Illinois toolkits for blending funding that could be helpful with dealing with the Illinois Pathways challenges.

D- Review of the P-20 Postsecondary and Workforce Readiness Joint Work Group Draft Report with Ben Boer, Policy Director for Advance Illinois (15 minutes)

The P-20 Council is organized with five working groups; Data Assessment and Accountability (DAA), College and Career Readiness (CCR) worked on independent tracks during the first three years of the council. However, lately they have begun to find commonalities around the areas of college and career readiness. This past year, the two have created a joint working group between DAA and CCR that is working on issues of postsecondary/workforce readiness. The mission of the P-20 Postsecondary and Workforce Readiness Working Group is to increase students' opportunities for success in college and careers by developing indicators and recommending policies to support and align transitions across the P-20 spectrum and with other stakeholders. The three goals that were developed are 1) to define college and career readiness for Illinois, 2) to align P-20 curriculum and instruction to career pathways that include Common

core State Standards, and 3) to align assessments and certifications to college and career pathways.

A leadership team meets as needed to set goals and direction; a steering committee meets every month to approve core content and provide feedback. Focus has been on transitions from secondary/postsecondary to work, high school to postsecondary, and middle school to high school. The College and Career Readiness Framework includes core content skills, thinking skills, employability and interpersonal skills, and college and career knowledge and navigation. They are also working on student and institutional indicators for reporting on the indicators.

Key Success Factors are: (1) Personalized Learning Plans tailor their learning experiences to their areas of interest and career goals; (2) High School Graduation & Support, (3) Postsecondary Alignment & Early College Credit, (4) Credit Acquisition, (5) Work-Based Learning, and (6) State & Local System Support.

E- Other Business

Tyszko and the Pathways initiative are receiving a lot of national and international attention. Two articles recently appeared in Education Week. Tyszko and Rep. Linda Chapa-LaVia visited Switzerland this spring, which has a great program where 70% of second grade youth enter into apprenticeships in the public and private sector, so it has invited a lot of states to learn from this process. Tyszko also went to Liberia in April to help them implement a similar pathways initiative in that country.

F- Next meeting will take place Thursday, June 6th

G- Adjournment

Meeting was adjourned.